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uted to by those upon whom they practise. But I do think that there is something to be learned about the art of teaching by anyone who has to teach. It is not many years ago that there was very little attention paid in colleges to the art of teaching the best methods of instruction for children of a given age, or adults, and yet that idea has, in the last ten years, obtained a very strong foothold in the world of higher education. Almost every large university has its training-school for teachers; of course you have a training-school for nurses. The point I want to bring out is my own belief, partial or incomplete as it may be, that there is something of benefit to those who are to superintend such schools to be had out of such courses, and I hope that this Association will not only continue to support that course, but that it will throw its great influence in favor of the provision for such courses in all parts of the country, where they are at all possible or desirable. I speak of it without knowing what may be the views of those present, though I suppose you will be in harmony with what I have been trying to say. I know so well what the atmosphere is outside among people who have not been brought closely in contact with the subject. The precise thing is that such a course would be invaluable to the superintendent, and I am perfectly sure that the more perfectly the superintendent understands the fields of the questions that are involved in good teaching, the much more competent she will be to administer a training-school along the wisest lines.

In speaking as I have, I feel sure that my words will assure you, in some small measure at least, how profoundly I sympathize with every feature of your occupation. The trained nurses and superintendents of training-schools seem to me almost the finished product of the nineteenth century, and we, who are charged with the duty of transmitting that gift through the centuries to come, are also charged with the duties of improving it.

ADDRESS OF THE PRESIDENT

ANNIE W. GOODRICH

New York Hospital

As we realize that from the little band of eighteen women who, twelve years ago, founded this Society, we have to-day become a body with a membership roll rapidly approaching three hundred, representing schools of nursing and hospitals all over these United States and Canada, who are sending out yearly, to the many and varied fields of labor that now await the professional nurse, thousands of graduates, we must realize

that we have indeed become a part of a vast complex system, and a part whose responsibility to the community at large is very great.

We have a threefold responsibility. A responsibility to the institutions in which we are privileged to serve, and, just in so much as we realize this responsibility, shall we give conscientious and untiring attention to every question, great or small, that we may assist them to more efficiently serve their double purpose of caring for the sick and educating the medical student and the nurse.

We have a responsibility to that great body of public benefactors, the medical profession, and, just in as much as we appreciate the magnificent work they are doing in this suffering world of ours, shall we account no work and study too great that will enable us to more perfectly in every detail carry out that ever-increasing part of their work that they have placed in our hands.

But I believe that we have a third and greater responsibility than these—our responsibility to the future members of our profession. They come to us from all classes—the college girl, so full of theories that we find it hard to make her practical; the girl whose early limitations have been such that we question her ability to acquire sufficient theory to make her practice intelligent; the society girl, and the religious girl; and in each one the germ of a desire to be of service to her fellow-man.

They come to us in the formative and, therefore, the most impressionable period of their professional life, to be moulded, developed, disciplined and instructed. They place themselves unconditionally in our hands. And what have we to offer? I think to-day we have a great deal. To be allowed to prepare themselves for their profession in these institutions, so splendidly equipped for the care of the sick and for scientific work, which a generous American public are continually building, and to which they have added comfortable and in some cases most attractive homes which afford the protection and restraint which are so beneficial, even so necessary, in the earlier years of a self-supporting woman's life; to come in constant daily contact with the great minds connected with these institutions, is in itself an inestimable privilege.

But that we as their instructors and their guides, and that we as a profession, have so much to offer them, we owe, I think, in the main, to that band of eighteen women whose almost prophetic vision enabled them to lay so splendid a foundation for the profession. To enumerate all that we owe them would be to give the history of our past twelve years. It seems to me, as we look over the interesting records of our societies, that, from the beginning, there was not one problem with which we have

contended or are contending that they did not foresee and persistently and patiently strive to solve. We marvel that in these few years so much of their future has become our present.

They organized this Society because they realized that through such organization only could we hope to obtain uniform standards of education and a code of ethics; in short, all we require to be recognized as a profession. They organized the larger society because they realized that to maintain our standards of education we must have legislation, and through organization could we not only best obtain legislation, but best render to the community any public service they might require.

Because they realized that the best administrators in our hospitals and the best teachers in our schools of nursing would be women whose preliminary instruction had been that of the nurse, and because they also realized that teaching methods could not be obtained at the bedside of the sick, and that to efficiently and economically carry on the administration of the modern hospital, it required something more than could be obtained in a few months in charge of a single ward, they sought for some institution of learning broad enough to open its doors, and found a place for us in Columbia University, at the Teachers' College. They established preliminary courses and the practical demonstrations that have done so much to perfect nursing technique; they outlined curricula, and from their text-books we have taught much and learned more.

Many of them are still with us, but year by year they are withdrawing and asking that we should assume the burden; and although we know that, despite all that has been done, it will require years of unceasing effort for and with our pupils, to prepare them for what they could be to the public, with the inspiration of the service these women have rendered we should push on and never know discouragement.

I think our pupils often do not know themselves how much they need the knowledge we would give them; I think it would be strange if they did. In the great school of life, has it been from our elective or our compulsory courses that we have learned our most valuable lessons? They come to be instructed in the care of the sick, and, in so much as we directly fail or serve them in this, will they pronounce their verdict of our failure or success. Not one of them would deny that nurses need to acquire many soldierly qualities, if they are to go out properly equipped for their many opportunities of splendid unselfish service to the people. Yet perhaps few of them appreciate that our insistence on the three years' course is in no wise to benefit the hospital service, but because we realize, as Washington so tersely puts it, "the firmness

requisite for the real business of fighting is only to be attained by a constant course of discipline and service." Our experience should serve us as vision, and our memories should not fail us where their welfare is concerned.

Our realization to-day that our mistakes and our anxieties were trebled by our ignorance while pupils in the training-school, or in positions of responsibility for which we were in no wise fitted, should be something more to us than a regret. What Thomas Fuller says History does for the young man, should not our history do for our pupils? "History maketh a young man to be old without either wrinkles or gray hairs, privileging him with the experience of age without either the infirmities or inconveniences thereof."

It is our duty to persistently strive to remedy the too-numerous defects of our systems. Our hours are still much too long, and the number of classes held in the evening is to be deplored. Not only are we greatly failing in our duty to the sick when we refuse to affiliate with contagious hospitals or with hospitals for the insane, but we are failing to provide our pupils with most valuable experience. Not one of us who has established any form of a preliminary course would fail to testify to its value or revert to a former condition; but the great difficulties attendant upon it, when carried on in connection with the regular work,—difficulties not necessary for us to discuss, so conversant are we all with them,—force us more and more to the conclusion that to combine theoretical instruction with an active hospital service is an injustice to our pupils; and more and more we find our thought reverting to the proposed central school as the solution of the problem. How it will come we do not know. Personally, we would deviate somewhat from the plans already presented, but of this much we are convinced: that it should come, that it will come, and come in whatever way it commends itself to the majority of those through whom it comes.

If all the women in charge of schools of nursing in the country were in this hall to-day, as we only wish they were, we should represent the instruction of 21,000 of our citizens, not one of whom, if we do our part, will close the door of her Alma Mater behind her without regret at leaving, and a deep conviction that she is a better, nobler, broader, wiser woman for that three years. We have an opportunity to-day, in the revision of our Constitution, to open wide the doors of our Society. I think we cannot open them too wide; we need the head of every department of nursing education to consult with us and to help us to better prepare our pupils to carry on their work.

And if the great number needed for our institutions makes us

tremble for our standards of admission, cannot we discern at least a further opportunity that is forced upon us? I am sure that it would be the consensus of opinion of those who have established a preliminary course that it has decreased rather than increased the number of pupils sent away, inasmuch as careful supervision and personal instruction have wonderfully developed material which at first seemed impossible. Never should a pupil be with us, even for a few weeks' testing, without a higher and broader appreciation of what the profession means. Never does one present herself at the door of our office, in angry defiance of our judgment, or in humble appreciation of her deficiencies, when it is our decision that she cannot find a part in our school, and states, as they invariably do, that though she has failed to qualify for us it is more than ever her intention to carry on the work, that we are not grateful that she has found with us a still further inspiration.

We are not alone in this struggle. Assisting us more than we know are philanthropic bodies striving for social betterment; Boards of Health demanding tenement inspection, food inspection, and fuller knowledge of the laws of life for the community at large, that the children may have more healthful bodies to propel their souls along their way; and Boards of Education demanding higher standards of their teachers. We cannot look over the magnificent reports of the Bureau of Education in Washington and not only not realize what they are doing for us, but, we are glad to add, what we can do for them. In their effort to deal with the temperance question, they have made mandatory in the schools in every State instruction in the very subjects whose advisability as a part of our curriculum has been questioned; and it would seem to us that the power of our nurses, with their knowledge of the harmfulness of nearly every drug when taken without medical advice, and with their intimate association in the household, to overcome that ever-increasing tendency of the public to their indiscriminate usage, would indeed be great. Much of the instruction we are obliged to provide for our pupils to-day will, I am convinced, be made unnecessary by the introduction (which will soon be universal) of the manual training school, "that most colossal improvement," says Prof. James, "which recent years have seen in secondary education," "not because," he adds, "they will give us a people more handy and practical for domestic life and better skilled in the trades, but because they will give us citizens with an entirely different intellectual fibre."

We have undoubtedly much work, criticisms just and unjust, and moments of deepest discouragement before us, and problems not less difficult of solution than those of the pioneer days; but herein lies our

great incentive, the whole question is throbbing with life. When we say that all struggle is over, we shall say it has ceased to live.

We welcome you with all our hearts to New York. Your presence is to us an inspiration, and we most earnestly trust that from these meetings we may each gather some new knowledge, some fresh strength and energy, and much-needed encouragement to help us to better carry on this splendid work of ours.

THE ECONOMICAL FURNISHING AND EQUIPMENT OF CHILDREN'S HOSPITALS OR WARDS

By MISS MARIENNE WHEELER

Late Superintendent, Babies' Hospital, New York

IN the furnishing of an infants' hospital or ward, do not make the mistake of thinking that an elaborate or extensive equipment is necessary. The simpler the furnishings the better. My advice would be to furnish only the absolute necessities at first; then add from time to time such accessories as the needs of the ward demand. I believe you will find them to be very few.

Children are much more susceptible to contagion than adults. They also seem to possess an uncommon attraction for pus germs, as well as those of dysentery and kindred intestinal troubles. Therefore the furnishings should be very plain, and there should be but few pieces of furniture in the ward. I know the temptation is great, not only for those in charge, but for the lady managers, to try to make the ward attractive by decorating the walls with appropriate pictures and bas-reliefs of fat little cherubs, and to try to shield the cribs from draughts with art screens made of Swiss muslin and ribbon bows. The former are only dust catchers and the latter, while they look pretty, afford the patient no protection from draughts.

The wards in which children are kept should be large, with good ventilation. Adjoining each ward should be a small room for bathing, dressing and changing the children. It is only in this way the air in a ward full of babies can be kept fresh and free from odor. It should also be so planned that, at least once a day, the windows in the ward can be opened wide, top and bottom, letting in a free current of fresh air. At such times the bedding and linen should be spread out over the cribs